

Edge: Daily Activities, Food and Transportation

Level	Arabic Novice High		Grade	High School	Date	Teacher's Discretion	Day in Unit	1	Minutes
Topic and	Contemporary Life/ Travel and Vacation: How do travel destinations shape travel experience								
	Traveling: Who and Where								
STANDARDS	LESSON OBJECTIVES								
What are the communicative and objectives for the lesson?		Which modes of communication will be addressed?	<b>Learners can:</b> <ul style="list-style-type: none"><li>Ask and respond to questions about where the other people want to travel in the Arab world</li><li>Locate places in the Arab world on a world map</li><li>Recognize landmarks, historic monuments associated with different places in the Arab world</li></ul>						
		<input checked="" type="checkbox"/> Interpersonal							
		<input checked="" type="checkbox"/> Interpretive							
		<input checked="" type="checkbox"/> Presentational							
Please, indicate how you will assess the lesson. • Comparisons • Communities • Common Core part of your	<b>Connections</b>	Geography – locating places in the Arab world on a map.							
	<b>Comparisons</b>								
	<b>Communities</b>								
	<b>Common Core</b>	Speaking and Listening: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, expressing their own clearly and persuasively.							
Lesson Sequence	Activity/Activities What will learners do? What does the teacher do?					Time* How many minutes will this segment take?	Materials • Resources • Technology Be specific. What materials will you use? What resources will you draw from other sources?		

on / Activate edge	Learners watch a video about high school students from the United States who went on a trip to Qatar, using Handout 1. In Arabic, the teacher asks questions in order to engage the learners in discussing the travel scenario they viewed: Where did they go? How did they travel? Where did they stay?	7 min.	<a href="https://www.youtube.com/watch?v=4oSOq...">https://www.youtube.com/watch?v=4oSOq...</a> Handout 1: Guide focus on the de content of the v
st	<p>Teacher shows a PowerPoint presentation displaying images of famous people with pictures of places in the Arab world (Resource 1). The teacher then shares the following statement and related questions (in Arabic): Kanye West wants to travel to Amman. Who wants to travel? Where does this person want to travel to? Does he want to travel or eat in Amman? Learners answer all of the questions as a whole class aloud, and then individually.</p> <p>Teacher continues by showing the next 3 slides and repeating the same process.</p> <p>Teacher splits the classroom in half: one half asks the question and the other half responds. For the next slide, the half that asked the question will now respond, and the responders will ask the question.</p>	17 min.	<p>Resource 1: <a href="https://docs.google.com/presentation/d/1ESnsO46jP0UkQ9CycHJNlxiJoqLc.../edit?usp=sharing">https://docs.google.com/presentation/d/1ESnsO46jP0UkQ9CycHJNlxiJoqLc.../edit?usp=sharing</a></p> <p>I want to travel He wants to  She wants to  You (M) want  You(F) فري w</p> <p>Yes/No q</p>
nance / Provide	<p><b>Pair Activity 1: Connect 4 Game</b> – Students connect pictures of famous people on the left to pictures of travel destinations on the top (See Resource 2). The learner asks a question like the question in the input segment above, and his partner has to respond in a complete sentence in order to win a circle- ex: Kanye wants to travel to Cairo.</p> <p>The winner of the game is the first one who wins 4 circles in a row (across, down, or diagonally). Teacher monitors the pair work, giving feedback as needed.</p>	7 min.	<p>Resource 2: <a href="https://docs.google.com/presentation/d/1GCXE-DmXuQ0NLhCWnU7kZWd9jMgvs.../edit?usp=sharing">https://docs.google.com/presentation/d/1GCXE-DmXuQ0NLhCWnU7kZWd9jMgvs.../edit?usp=sharing</a></p> <p>Markers One copy of the board for each learners</p>

st	Teacher shows a map of the Arab world, and invites learners to match images of additional/new places to their locations on the map.	7 min.	Map of the Arab World Images of places in the Arab World
nance / Provide	<b>Pair Activity 2: 3ala Mahlak Game</b> (See Resource 3) -- Learners work in pairs, roll the dice, move their game piece the number of spaces shown on the dice, and say a sentence using the picture that they land on. Example: learner lands on a picture of the pyramids in Cairo and says "Khaled wants to travel to Cairo." If the learner is unable to form and share a sentence using the given clue, he/she must go back to the space where he/she was before rolling the dice. The winner will be the learner who reaches the end of the game board first. Teacher monitors the students' pair work, giving feedback as needed.	7 min.	Resource 3: <a href="https://docs.google.com/presentation/d/1OB9_qSOFWFaa7Dgl2jeh1L7jAs1l/edit?usp=sharing">https://docs.google.com/presentation/d/1OB9_qSOFWFaa7Dgl2jeh1L7jAs1l/edit?usp=sharing</a>  Counters, dice One copy of the game board for each pair of learners.
	Learners tell each other of three places where they want to travel, and complete a ticket out with the three places they want to travel to, using a complete sentence.	5 min.	Ticket out
ention &	Teacher gives learners different short articles about places to visit in the Arab world (in Arabic or English depending on level of learners and ease of finding a variety of short texts). They read these for homework and then exchange information they learned with others the next day.		
Notes to Self			
Worked well?			
Didn't work? Why?			

anges would  
e if you taught  
n again?

Guide sheet for activity to Gain Attention

What  
What  
Who  
Is?  
Why?  
Where  
How much  
How?

ماذا  
لماذا  
من  
أين  
كم  
كيف

ماذا  
لماذا

من  
أين  
كم  
كيف